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| The nine key topics within the three core themes give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase. It is recognised these themes overlap, and can be taught through a variety of subjects. | Feelings & Emotions | Money | Healthy Relationships |
| | Healthy Lifestyles | Growing and Changing | Valuing Difference |
| | Keeping Safe | Rights & Responsibilities | Taking care of the Environment |
| Three Core Themes: | | | |
| Relationships | Health & Wellbeing | Living in the Wider World | |

| | | Autumn Term | | |
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| Core Theme: | Relationships | Relationships | Health & Wellbeing | |
| Topics: | Autumn Term 1: Feelings & Emotions: | Autumn Term 1: Healthy Relationships: | Autumn Term 2: Healthy Lifestyles: | |
| Year 1 | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Communicate their feelings to others, to recognise how others show feelings and how to respond. - Recognise that their behaviour can affect other people. - Recognise what is fair and unfair, kind and unkind, what is right and wrong. - Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. - Learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). - Learn that there are different types of teasing and bullying, that these are wrong and unacceptable. - Develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help. <p>Skills: Self-regulation, empathy and compassion.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. - Learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). - Learn to offer constructive support and feedback to others. - Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. - Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). - Learn that there are different types of teasing and bullying, that these are wrong and unacceptable. - Develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help. <p>Skills: Identification of self & clarifying own values.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. - Recognise what they like and dislike; how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. - Learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. - Learn the importance of and how to maintain personal hygiene. - Learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. <p>Skills: Self-organisation and regulation, making decisions.</p> | |
| Year 2: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Communicate their feelings to others, to recognise how others show feelings and how to respond. - Recognise that their behaviour can affect other people. - Recognise what is fair and unfair, kind and unkind, what is right and wrong. - Recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. - Identify their special people (family, friends and carers), what makes them special and how special people should care for one another. - Learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). <p>Skills: Clarifying own values, self-regulation.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. - Learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. - Learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). - Learn to offer constructive support and feedback to others. - Learn to identify and respect the differences and similarities between people. - Be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. - Learn that there are different types of teasing and bullying, that these are wrong and unacceptable. - Develop strategies to resist teasing or bullying, if they experience or witness it, and whom to go to and how to get help. <p>Skills: Strategies for identifying and accessing appropriate help and support, team-work.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. - Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. - Learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. - Understand the importance of, and how to maintain, personal hygiene. - Learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. <p>Skills: Self-regulation – having a growth mind-set, develop a healthy self-concept.</p> | |

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| <p>Year 3:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise and respond appropriately to a wider range of feelings in others. - Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - Learn to recognise and manage 'dares'. <p>Skills: Recognising and managing peer influence and the need for peer approval.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - Recognise different types of relationship, including those between acquaintances, friends, relatives and families. - Learn that their actions affect themselves and others. - Judge what kind of physical contact is acceptable or unacceptable and how to respond. - Work collaboratively towards shared goals. - Develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - Understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy. <p>Skills: Build and maintain healthy relationships of all kinds.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand what positively and negatively affects their physical, mental and emotional health. - Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. - Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. - Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. - Learn what is meant by the term 'habit' and why habits can be hard to change. <p>Skills: Identify links between values and beliefs, decisions and actions</p> |
| <p>Year 4:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise and respond appropriately to a wider range of feelings in others. - Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - Recognise and manage 'dares'. <p>Skills: Recognising, evaluating and utilising strategies for managing influence.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - Recognise different types of relationship, including those between acquaintances, friends, relatives and families. - Recognise that their actions affect themselves and others - Judge what kind of physical contact is acceptable or unacceptable and how to respond. - Work collaboratively towards shared goals. - Develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - Understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy. <p>Skills: Respect for others' right to their own beliefs, values and opinions, active listening and communication (including assertiveness skills).</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand what positively and negatively affects their physical, mental and emotional health. - Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. - Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. - Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. - Learn what is meant by the term 'habit' and why habits can be hard to change. - Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <p>Skills: Recalling and applying knowledge creatively and in new situations, recognising, evaluating and utilising strategies for managing influence.</p> |
| <p>Year 5:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise and respond appropriately to a wider range of feelings in others. - Develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - Recognise and manage 'dares'. <p>Skills: Recognising, evaluating and utilising strategies for managing influence, empathy and compassion.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - Recognise different types of relationship, including those between acquaintances, friends, relatives and families. - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. - Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. - Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. - Understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. - Understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. - Understand that their actions affect themselves and others. - Judge what kind of physical contact is acceptable or unacceptable and | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand what positively and negatively affects their physical, mental and emotional health. - Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. - Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. - Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. - Learn what is meant by the term 'habit' and why habits can be hard to change. - Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <p>Skills: Identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> |

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| | | <p>how to respond.</p> <ul style="list-style-type: none"> - Work collaboratively towards shared goals. - Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - Understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy. <p>Skills: Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms, making informed decisions.</p> | |
| <p>Year 6:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise and respond appropriately to a wider range of feelings in others. - Develop the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - Recognise and manage 'dares'. <p>Skills: Strategies for identifying and accessing appropriate help and support, identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - Recognise different types of relationship, including those between acquaintances, friends, relatives and families. - Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. - Understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. - Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. - Understand that marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. - Understand that forcing anyone to marry is a crime, that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. - Understand that their actions affect themselves and others. - Judge what kind of physical contact is acceptable or unacceptable and how to respond. - Work collaboratively towards shared goals. - Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - Understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy. <p>Skills: Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses), negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries).</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand what positively and negatively affects their physical, mental and emotional health. - Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. - Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. - Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. - Learn what is meant by the term 'habit' and why habits can be hard to change. - Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. <p>Skills: Resilience (including self-motivation, perseverance and adaptability), identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> |

| | Spring Term | | |
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| Core Theme: | Health & Wellbeing | Health & Wellbeing | Relationships |
| Topics: | Spring 1: Growing & Changing: | Spring 1: Keeping Safe: | Spring 2: Valuing Difference: |
| Year 1 | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. - Understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) - Learn about the process of growing from young to old and how people's needs change. - Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. - Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. <p>Skills: Developing and maintaining a healthy self-concept, self-improvement.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that household products, including medicines, can be harmful if not used properly. - Learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. - Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. - Understand about the ways that pupils can help the people who look after them to more easily protect them. - Recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. - Learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. <p>Skills: Management of positive and negative risk, strategies to access help.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. - Identify and respect the differences and similarities between people. <p>Skills: Valuing and respecting diversity.</p> |
| Year 2: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. - Understand change and loss and the associated feelings (including moving home, losing toys, pets or friends). - Learn about the process of growing from young to old and how people's needs change. - Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. - Learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. - Understand that household products, including medicines, can be harmful if not used properly. <p>Skills: Making decisions, enterprise skills and attributes.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. - Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. - Understand about the ways that pupils can help the people who look after them to more easily protect them. - Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. - Know what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. <p>Skills: Resilience, adaptability and perseverance.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. - Learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. <p>Skills: Respect for others' right to their own beliefs, values and opinions.</p> |
| Year 3: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. - Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. - Understand how their body will, and their emotions may, change as they approach and move through puberty. <p>Skills: Resilience, strategies to identify help and support.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Differentiate between the terms, 'risk', 'danger', and 'hazard'. - Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. - Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. - Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. - Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. - Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. - Learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. - Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). - Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. - Know how to manage requests for images of themselves or others; what is | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view. - Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). - Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). - Recognise and challenge stereotypes. <p>Skills: Developing and maintaining a healthy self-concept, valuing and respecting diversity.</p> |

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| | | <p>and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</p> <ul style="list-style-type: none"> - Recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. <p>Skills: Recalling and applying knowledge creatively and in new situations.</p> | |
| Year 4: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. - Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. - Understand how their body will, and their emotions may, change as they approach and move through puberty. <p>Skills: Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Differentiate between the terms, 'risk', 'danger', and 'hazard'. - Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this as an opportunity to build resilience. - Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. - Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. - Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. - Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. - Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). - Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. - Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. - Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. <p>Skills: Strategies for identifying and accessing appropriate help and support, recognising, evaluating and utilising strategies for managing influence.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view. - Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help. H - Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). - Recognise and challenge stereotypes. <p>Skills: Discernment in evaluating the arguments and opinions of others, valuing diversity.</p> |
| Year 5: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. - Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. - Understand how their body will, and their emotions may, change as they approach and move through puberty. - Learn about human reproduction. <p>Skills: Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect), resilience.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Differentiate between the terms, 'risk', 'danger' and 'hazard'. - Deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. - Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. - Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. - Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. - Learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. - Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). - Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. - Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes. - Understand the difference between, and the terms associated with sex, gender identity and sexual orientation. - Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). - Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). <p>Skills: Discernment in evaluating the arguments and opinions of others, respect for others' right to their own beliefs, values and opinions.</p> |

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| | | <p>of images of themselves and others.</p> <ul style="list-style-type: none"> - Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. - Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. - Know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night tec.) <p>Skills: Strategies for identifying and accessing appropriate help and support, recalling and applying knowledge creatively and in new situations.</p> | |
| <p>Year 6:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. - Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. - Understand how their body will, and their emotions may, change as they approach and move through puberty. - Learn about human reproduction. <p>Skills: Identify links between values and beliefs, decisions and actions, strategies for identifying and accessing appropriate help and support.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Differentiate between the terms, 'risk', 'danger' and 'hazard'. - Deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. - Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. - Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. - Understand school rules about health and safety, basic emergency aid procedures, where and how to get help. - Learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. - Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). - Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. - Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request. - Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. - The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.). <p>Skills: Strategies for identifying and accessing appropriate help and support, recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. - Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - Recognise and challenge stereotypes. - Understand the difference between, and the terms associated with sex, gender identity and sexual orientation. - Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). R18. Know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). <p>Skills: Valuing and respecting diversity, identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> |

| Summer Term | | | |
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| Core Theme: | Living in the Wider World | | |
| Topics: | Summer 1: Rights & Responsibilities: | Summer 1: Taking care of the Environment: | Summer 1: Money |
| Year 1 | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn how they can contribute to the life of the classroom and school. - Help construct, and agree to follow, group and class rules and to understand how these rules help them. - Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). - Learn that they belong to various groups and communities such as family and school. - Recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. - Understand the ways in which we are the same as all other people; what we have in common with everyone else. - Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. <p>Skills: Valuing and respecting diversity, teamwork and leadership skills.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Skills: Empathy and compassion.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. - Learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. <p>Skills: Making decisions.</p> |
| Year 2: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn how they can contribute to the life of the classroom and school. - Help construct, and agree to follow, group and class rules and to understand how these rules help them. - Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). - Learn that they belong to various groups and communities such as family and school. - Recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. - Understand the ways in which we are the same as all other people; what we have in common with everyone else. - Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. <p>Skills: Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). <p>Skills: Re-evaluating values and beliefs in the light of new learning, experiences and evidence.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. - Learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. <p>Skills: Self-organisation.</p> |
| Year 3: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. - Learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules. - Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. - Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <p>Skills: Identify links between values and beliefs, decisions and actions</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT). - Learn what is meant by enterprise and begin to develop enterprise skills. <p>Skills: Enterprise skills, making decisions.</p> |

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| | <ul style="list-style-type: none"> - Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. - Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. - Consider the lives of people living in other places, and people with different values and customs. - Explore and critique how the media present information. - Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. <p>Skills: Assess the validity and reliability of information, show respect for others' right to their own beliefs, values and opinions.</p> | | |
| Year 4: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. - Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. - Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - Learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. - Learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. - Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. - Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. - Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. - Think about the lives of people living in other places, and people with different values and customs - Explore and critique how the media present information. - Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. <p>Skills: Clarifying own values (including reflection on the origins of personal values and beliefs), respect for others' right to their own beliefs, values and opinions.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <p>Skills: Identify links between values and beliefs, decisions and actions.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). - Learn what is meant by enterprise and begin to develop enterprise skills. <p>Skills: Self-organisation (including time management), making decisions.</p> |
| Year 5: | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. - Learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. - Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - Pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the |

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| | <p>situations and how to take part in making and changing rules.</p> <ul style="list-style-type: none"> - Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation. - Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. - Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. - Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. - Appreciate the range of national, regional, religious and ethnic identities in the UK. - Think about the lives of people living in other places, and people with different values and customs. - Explore and critique how the media present information. - Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. <p>Skills: Formulating questions (as part of an enquiring approach to learning and to assess the value of information), analysis (including separating fact and reasoned argument from rumour, speculation and opinion).</p> | <p>sustainability of the environment across the world.</p> <p>Skills: Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</p> | <p>payment of VAT).</p> <ul style="list-style-type: none"> - Know what is meant by enterprise and begin to develop enterprise skills. <p>Skills: Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p> |
| <p>Year 6:</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. - Learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules. - Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - Learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). - Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. - Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. - Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. - Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. - Appreciate the range of national, regional, religious and ethnic identities in the UK. - Think about the lives of people living in other places, and people with different values and customs. | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. - Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <p>Skills: Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.</p> | <p><u>Pupils to:</u></p> <ul style="list-style-type: none"> - Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). - Know what is meant by enterprise and begin to develop enterprise skills. <p>Skills: Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks), empathy and compassion (including impact on decision-making and behaviour).</p> |

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| | <ul style="list-style-type: none">- Explore and critique how the media present information.- Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others. <p>Skills: Identify links between values and beliefs, decisions and actions, recognising, evaluating and utilising strategies for managing influence.</p> | | |
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